Learning Conversation Notes	
Name of Partner: Chana High School Teen Parent Program	Date: November 15, 2005
Number of Children Served: 17	Ages: 0 yr. (5), 1 yr. (2), 2 yr. (3), 3 yr. (1)
When Served: August 17, 2005 to November 15, 2005	Gender: Ethnicity: 6 – Male 11 – Caucasian 5 – Female 4 – Hispanic 6 – Unknown 1 – African American 1 – American Indian

Conversation Participants: Laura Barhydt, Kathleen Sutphen, Debbie Prince, Joanne Evans, Francine Nunes, Don Ferretti, Nancy Baggett, Michael Romero, Janice Critchlow – Facilitator, Dolleen Toms – Recorder.

Outcomes:

- Pregnant and parenting teens and young adults served by Chana's parenting program are supported with education, developmental opportunities, and parenting skills resulting in children 0-5 who are healthy and meeting appropriate developmental milestones.
- Non First 5 funding will exist and be used to reduce by 25% the First 5 funds needed for staff salaries in fiscal year 06-07.

Performance Measures:

- Demographics (number of 0-5 served by gender, age, ethnicity and when services were provided) (Chana, Maidu, Adult Education).
- Parent's completion of graduation/GED/CHSPE.
- Adolescent Adult and Parenting Inventory (AAPI) with teen parents (Chana, Maidu, Adult Education).
- Placer Outcome Screening (Early Childhood) (Chana, Maidu, Adult Education).
- Ages and Stages Questionnaire (Developmental and Social-Emotional) (Chana, Maidu, Adult Education).
- Anecdotal stories and pictures (demonstrating outcomes).
- The amount of non First 5 funds actually received and applied to Young Adult Parent program staff salaries and outreach in fiscal year 05-06.

What is this data telling us about achievement of outcomes?

- □ Of the 17 children: 7 are continuing, 10 are new (6 are prenatal).
- Adolescent Adult and Parenting Inventory (AAPI) data is not available today. Laura and TAPP staff will collect this data prior to the next Learning Conversation.
- □ 2004-05 there were 6 parents who graduated and 1 completed the GED. 7 are continuing with their education and are on track to graduate.
- □ Children are ready to learn when they arrive. They need to develop trust and skills for both independent and interactive learning.
- Childcare staff teach the moms to play and interact with the child throughout the day.

Anecdotes

We reviewed anecdotes of the children, which related back to Chana's outcomes (see attached anecdotes).

For example:

- Some children have custody issues and are fearful of their mothers leaving.
- Chana has a partnership with Musikgarten and are taking moms and infants 1x week to participate with other moms. This provides them with further developmental opportunities.
- The children that are in this program seem to be healthy.
- □ Through skills modeling to teen moms, the moms are better able to assist their children in reaching the appropriate developmental milestones. Child development staff are adjusting activities to meet the children's developmental needs.
- □ Chana currently works with TAPP, the family law facilitator's office, and other agencies to help address needs that are not being met by one or both parents.
- □ Ages and Stages Questionnaire (5)

Program staff works with the parents to complete the Ages and Stages Questionnaire. It takes about 20 to 30 minutes to complete the questionnaire. Parents enjoy seeing how their children are doing. It is hard finding the time to coordinate with the parents and child. The Ages and Stages Questionnaire is a good learning tool especially for parents.

Social-Emotional scores are not yet available.

- Most of the children's scores are showing that they are at the appropriate developmental milestones, with the exception of 1 child that showed borderline regarding problem solving and personal-social skills. The staff has made adjustments to activities being offered to increase the scores for that child developmentally.
- What would the process be if a child were below the cutoff? Chana would collaborate with TAPP and refer to outside resources as needed.

Continue using the questionnaire as a teaching tool for parents so they can see age appropriate skills for their child.

- Sustainability Outcome
 - At this time the data is not showing that this outcome has been achieved. Chana will work towards achieving it and report at the next Learning Conversation on progress.
- Outcomes Screens (11 children)
 - No one scored a 1 or 2 on any of the indicators.
 - Kids scored well, mostly at 4 and 5.
 - 7 out of the 11 kids are struggling with exposure to second hand smoke -Indicator #7.
 - Only 2 out of the 11 kids have more than one area of concern.
 - 1 child is no longer enrolled in the program.

Outcomes screens done by Chana are consistent with the outcomes done by TAPP.

In what ways will we apply what we have learned from our data?

- * Strategies need to be discussed to address dangers of children being exposed to second hand smoke.
- * Chana should contact KIISS to brainstorm ways to help teen parents talk about second hand smoke dangers with their family members.

Other points that were made during the conversation:

➤ The teen parent program has had some staff changes. Attendance from the Adult Education program was very sparse. Placer School for Adults has made adjustments to meet the needs of all the students that were enrolled in the program and overall the attendance is better.

Next Steps:

- ✓ Results of the AAPI will be available at the next Learning Conversation.
- ✓ Incorporate photos with the anecdotal stories. Have 2 or 3 to highlight.
- ✓ ASQ Social-Emotional questionnaires will be available at the next Learning Conversation.
- ✓ Progress needs to occur towards achievement of the sustainability outcome and be presented at the next Learning Conversation.
- ✓ Next Learning Conversation to be held on April 25, 2006 from 1:15 4:45pm.